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High Schools, for reasons as follows: (1) Many pupils enter at the age of eleven or twelve; (2) Many pupils are so immature and untrained that they cannot do work suitable for their age; (3) Many pupils come from homes where English is not spoken or read; (4) The requirements for admission to College have become so 'comprehensive' that a very small percentage of present-day High School graduates would be accepted as matriculants in any Arts College of good standing. If these statements are true, it follows that the First Latin Book of the past twenty years is almost useless. That book assumed a good elementary education and the age and the ability to prepare for reading Caesar or Nepos in one year. Since large numbers of our High School Freshmen no longer have a good elementary education or the ability to prepare for reading connected Latin prose in one year, it is evident that the time has come in the ordinary High School for a book such as the subject of the present review, to be followed by a book of easy reading and writing exercises covering a half-year at least. By this plan no student would begin to read connected narrative until he had studied Latin for at least one year and a half.

The book under review is a light, well-bound volume, clearly printed on good paper. It contains over thirty cuts, all valuable and many of them interesting to young pupils. Its Introductory Lesson—which is evidently the usual Introduction for reference purposes—contains information on alphabet, pronunciation, accent, etc., and also Elementary Principles of Grammar. These are briefly and clearly stated, and are an important element of the book. Certainly the pupils do not know them; and many a Latin teacher has wished for a clear, brief, summary such as this, constantly at hand, to which students may be referred or which could be assigned in definite lessons. One feature of this Introduction, however, seems to be almost useless: a description of the English method of pronouncing Latin which occupies nearly four pages, wherein minutely detailed rules are given for pronouncing Latin by that method. Practically, it would be impossible for any pupil or even any teacher to learn to pronounce by the English method from these rules alone. The statement is made that the English method of pronunciation "represents in general the pronunciation of English words which are derived from Latin". This statement alone is sufficient for practical purposes.

The First Review Lesson follows the eighth lesson, and its Review Topics indicate the lines on which the student has worked in those eight lessons, that is, in two or three weeks of beginning Latin, at twelve or thirteen years of age. These topics are the sources of the English vocabulary; Latin words in English, in changed form; Latin endings in English derivatives; Latin in ancient times; the Romance languages; Greek in ancient times; the alphabets of modern European languages; case forms of English nouns and pronouns; the Latin cases; the first declension; the first conjugation, present indicative active; the personal endings in

the active. There are in these eight lessons but six Latin sentences, and a few English sentences and phrases for translation into Latin. It has been what may be called a two weeks' Latin course in English, and a very good plan it is, it seems to the writer.

From this point the book does not differ in plan from the ordinary First Latin Book, except that it moves more slowly. Within about one hundred lessons it has not dealt with a number of topics, such as dative of possession, ablative of comparison, and others mentioned in the Preface. Much attention is given throughout the book and in the Appendix to the derivation of Latin words and that of English words from Latin. Also the Appendix contains a brief technical vocabulary for those who use the Latin language in the class-room; a list of familiar Latin phrases; the usual paradigms so far as the plan of the book allows; a review of syntax; and the vocabularies.

There is one addition, at least, which must be made before this book can come into general use in High Schools as suggested above. The subjunctive is not used in the book, and the forms of this mood are not even printed in the Appendix. All this, however, with other omitted topics is promised by the author in a subsequent book, a Junior High School Second Latin Book. In regard to this the opinion of the writer is that there would be no place in a Junior High School for another book to follow this, and that experience will show the author and the publishers that it would be advantageous to print the subjunctive in the Appendix, so that the pupil can be exposed, at least, to the infection of these simple and useful forms; and to introduce into the lessons a few of the postponed topics, for example, those mentioned above. The work could then stand as a comprehensive Junior High School Latin text-book, excellently conceived, thorough so far as it goes, and destined, the writer believes, to work its way into the ordinary High Schools as a practical first book for the irregular product of that roaring mill, the Elementary Schools.

BARRINGER HIGH SCHOOL,
Newark, N. J.

W. W. KING.

THE PHILADELPHIA SOCIETY FOR THE PROMOTION OF LIBERAL STUDIES

The Philadelphia Society for the Promotion of Liberal Studies held its first meeting for 1919-1920 on Friday evening, November 14, in Houston Hall, University of Pennsylvania. The President, Professor George Depue Hadzits, presided.

The first paper was written by the noted author, Dr. John Jay Chapman. Since he was unable to be present this paper was read by Reverend Dr. J. A. MacCallum. In the form of a dialogue Dr. Chapman gave a humorous and forceful description of the loss to Harvard resulting in consequence of its departure from the ideal of humanistic learning to that of applied science. The chief character in the dialogue made the statement that now it is quite possible for a student to reside for months at Harvard without even seeing a learned man. But he will continually come into contact with mediocrer minds. To be sure, other Colleges, besides Harvard,

have followed this policy, but the thing has been done most coldly and systematically at Harvard. There has been a constant weeding out of culture and a substitution of engineering and of other applied sciences. If this process continues, Horace will soon be as unknown as the Hebrew Bible, and that learning which has been the basis of our civilization will perish from the earth.

Mr. Edward P. Mitchell, editor of *The New York Sun*, read a paper styled *The Yellow Peril to English Speech*. According to Mr. Mitchell the greatest danger to English, which he calls the finest organ of thought, is the newspaper headline. Our departure from English is not due to our love of the picturesque, but to encroachments of the headline upon newspaper space. The makers of headlines, in their desire to fit words into a given space, are reducing our language from English to Chinook.

Mr. Mitchell gave many laughter-raising examples of this jargon, such as *THE CONTAMINACIOUS CONTAGION OF PROPAGANDING SPREADING*. The growing indifference to grammatical construction and use of words can be remedied only by a return to a study of the Classics which have been the model for our English language.

Dr. Arthur C. McGiffert, President of Union Theological Seminary, presented a paper on the Teaching of Greek and Latin. In a spirit of kindly criticism he said that, if the study of Greek and Latin is declining in the Schools and Colleges, the fault lies mostly with the teaching of these subjects. The chief value of the study of a foreign language lies in the ability to read the literature with ease. This the majority of the students of Greek and Latin cannot do. Dr. McGiffert stated that his students could not read the Greek and Latin Church Fathers with comfort, even though they may have studied ancient languages all through High School and College. There is no reason why a page of Greek or of Latin should not be read as easily as a page of French. Opposition to the study of Classics is largely due to the fact that this ability to read fluently is not usually acquired. The teachers of the Classics should sacrifice some of their efforts towards grammatical accuracy to the teaching of the habit of reading with ease.

So much for the past. We expect to have two more meetings, one in January, the other in March. The dates are not fixed.

A series of readings from classical authors is being given by Professors of the University of Pennsylvania, in Houston Hall, on Monday afternoons.

One, or two, moving picture performances have been planned. Julius Caesar, or another of the classical 'movies', will be given in the center of the city, as a 'benefit', or in the Public Schools.

A committee is arranging to have Latin plays given by High School students. It is hoped to present these in some of the Grade Schools, as well as in High Schools.

Another committee has in hand the work of publishing on cards, or leaflets, excerpts from some of our speeches on the value of the Classics. This literature is to be distributed to Grammar School pupils, and to any others who are likely to be influenced.

A Lectureship Committee arranges for free lectures on classical subjects to be given in Public Schools.

BESSIE R. BURCHETT, *Secretary*.

CHICAGO CLASSICAL CLUB

The eighteenth meeting of the Chicago Classical Club, held at the Hotel La Salle, on November 1, 1919, was attended by 108 persons—the largest attendance in the history of the Club. The chief speaker was Dr. Walter Leaf, of London, who spoke on *The Classics as seen through a Business Man's Eyes*. Among other things he said:

"If two young men were to appeal to me for a position as bank clerk, and one of them knew Greek and Latin and the other did not, I should feel safer in taking the one with the classical education. I should feel that he had greater imagination and a greater fund of resources beyond the counting room. I should feel that he had something to tide him over in periods of stress.

Perhaps we can hardly look for the Utopian time when all bank clerks will be as familiar with Homer as they are with their ledgers, but on my own staff I am doing all I can to raise the level of literary, linguistic, and particularly classical training.

Much of the work of the business world, especially at the start, is drudgery of a very disheartening kind—such work, for example, as copying and accounting. If a young man hasn't something to lift him out of the rut, he will become a mere machine before he has a chance for something higher.

I have proved the value of the Classics in my own case. I tell you quite frankly I do not believe I ever could have stood the strain I was under during the War, with all the responsibilities I found placed upon me, if I had not had a change of mental diet when I left my office at night. I always had the Classics at home waiting for me. My mind insisted on working, but I gave it something different to work upon."

Dr. Loura B. Woodruff, of the Oak Park High School, explained the purposes of the new American Classical League, and over forty of those present paid dues to the League for the current year.

FRANCES ETEN, *Secretary*.

Classical Articles in Non-Classical Periodicals

III

American Journal of Theology—Oct., J. Zeiller, *Les Origines Chrétiennes dans les Provinces Danubiennes de l'Empire Romain* (J. W. T.).

Athenaeum—Oct. 10, Procopius and Others, J. T. Sheppard [comment on three new volumes of the Loeb Classical Library: Aeschines, by C. D. Adams; Plutarch, *Lives*, Vol. 7, by B. Perrin; Procopius, Vol. 3, by H. B. Dewing]; Mary A. B. Herford, *A Handbook of Greek Vase-Painting* (E. J. F.); *A Translation of Rufinus* [an English verse rendering of a short poem from the Greek Anthology].

Harvard Theological Review—Oct., W. R. Inge, *The Philosophy of Plotinus* (F. J. Foakes-Jackson); Alice K. MacGilton, *A Study of Latin Hymns* (F. Palmer).

Law Quarterly Review—July, E. Costa, *Le Acque nel Diritto Romano* (S. H. L.).

Musical Quarterly—Oct., Greek Music, P. Barry.

New Statesman—Oct. 18, Beekeeping, Ancient and Modern, S. B. L.

Nouvelle Revue Française—Aug. 1, *Élégies Romaines*, F. P. Alibert [French poems on Rome];—Sept. 1, *Considération sur la Mythologie Grecque*, A. Gide.

Revue Universitaire—July, *Le Latin en quatre Ans*, J. Bezaud.

Studies in Philology (University of North Carolina)—Oct., Roman Actors, G. K. G. Henry [the paper aims to collect and examine references in Latin literature to individual actors, as an aid to understanding the various actors' individuality and their services to the Roman theater]. W. S. M.